DOCUMENT RESUME

ED 348 073 JC 890 180

TITLE	Santa Fe Community College Staff Development Programs, Policies and Procedures.
INSTITUTION	Santa Fe Community Coll., NM.
PUB DATE	89
NOTE	41p.; Report distributed at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*College Faculty; Community Colleges; Enrichment Activities; *Faculty Development; Part Time Faculty; *Personnel Evaluation; Program Descriptions; School Policy; Teacher Effectiveness; Teacher Evaluation; Two Year Colleges
IDENTIFIERS	Santa Fe Community College NM

ABSTRACT

This collection of materials describes various aspects of Santa Fe Community College's (SFCC's) faculty and staff development program. Part 1 explains the philosophy that underpins staff development at SFCC; the planning, programming, information dissemination, and evaluation phases of staff development; and the use of professional development plans (PDP's) for full- and part-time faculty to reward professional growth. Examples are provided of the 14 different types of activities that can be used for PDP credit, including credit for videotaping a class and reviewing the tape with an experienced faculty member. Part 2 provides flowcharts and an essay by the college president to illustrate the relationship between staff development and student success. Part 3 contains a description of SFCC's part-time faculty development programs, a list of the programs offered by the college in 1988-89, and a list of the activities provided as part of SFCC's Effective Teaching Program. Part 4 contains memoranda, instruction sheets, and reporting and feedback forms related to the use of classroom observations of teacher performance in the faculty evaluation process. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED348073

SANTA FE COMMUNITY COLLEGE

Staff Development Programs
Policies and Procedures

A Report to the
69th Annual AACJC Convention
Washington, D.C.
March 29 - April 1, 1989

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. C. Witter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Santa Fe Community College
South Richards Avenue
P.O. Box 4187
Santa Fe, New Mexico 87502-4187
(505) 471-8200

Santa Fe Community College

BEST COPY AVAILABLE

TABLE OF CONTENTS

1. Staff Development is an Attitude . . . . . 1 - 3

2. Staff Development Model and Student Success Model. . . . . 4 - 7

3. Staff Development Programs . . . . . 8 - 15

    Part-time Faculty Development Programs
    1988-89 Staff Development Program
    Effective Teaching Programs

4. Evaluation Process . . . . . 16 - 29

    Evaluation Schedule
    Classroom Observation Packet
        Classroom Observation Instructions
        Classroom Observation Notice
        Classroom Observation Report
        Instructional Observation Analysis
        Classroom Evaluation Examples
        Classroom Observation Notes

5. Faculty Articles . . . . . 30 - 33

    Bringing Faculty Together, Bea Davis
    Instructor-Created Barriers to Student
        Learning, Lee Cartwright

1

Staff Development Is An Attitude

STAFF DEVELOPMENT AT SANTA FE COMMUNITY COLLEGE IS AN ATTITUDE

What does "staff development is an attitude" mean?

Attitudes are postures or positions assumed in connection with actions, feelings, and moods. Attitudes show one's disposition or mental set.

Staff development is a mental disposition toward service and student success at SFCC. Staff development supports a positive attitude toward the College's mission and it fits into a systematic strategy designed to promote student success.

The College's mission, staff development, and student outcomes are interrelated. Attitudes are formed and reinforced by the interconnectedness. All support the goal of student success.

Four Phases of Staff Development at SFCC: Planning, Programming, Disseminating Information, and Evaluating.

Planning

To plan activities and programs in a yearly cycle, the staff development coordinator surveys all full- and part-time faculty each spring to determine needs and interests.

Three division heads are polled to determine their interests for staff development programming.

Faculty evaluations from peers and students are reviewed to see if there are areas to strengthen in teaching performance.

Four deans and the President are consulted to determine special areas to address or topics for programs.

Programming

Regularly scheduled programs and activities in staff development are planned. Some are held annually, some are held each semester, and new programs are introduced each year according to special interests.

During each academic year, the staff development coordinator designs and implements approximately 75 different workshops or programs designed to promote effective teaching and build a positive attitude toward student success.

Disseminating Information

Current articles and books are regularly distributed to the faculty. Innovation Abstracts is sent weekly to full- and part-time faculty. Conferences and special education programs are posted, and all deans are sent conference announcements. A special teaching manual has been developed that includes the best articles and reviews on topics like grading standards, teaching strategies, and similar topics of interest to faculty.

Evaluating

Faculty are evaluated each semester by their peers and by students. Full-time faculty are also evaluated each year by their supervisor.

Staff development activities are evaluated on an ongoing basis, usually with evaluation surveys distributed at each program.

The Professional Development Plan

SFCC has a Professional Development Plan (PDP) for full- and part-time faculty. The objective is to promote quality instruction and reward professional growth commitments from instructors. Salary increments are built into the program for part-time faculty.

There are fourteen different choices of activities for PDP credit, including credit for videotaping a class and reviewing the tape with an experienced faculty member, attending SFCC sponsored programs, independent reading projects, and self-assessment inventories, as well as an alternative choice that encourages faculty to develop their own creative plan.

One program is a Faculty Forum. Now three years old, it has been very successful. The Faculty Forum brings full-time and part-time faculty together in an open forum to discuss educational issues, share ideas, and promote group problem solving. Faculty are involved, included, and given attention, supporting a vital sense of belonging and, again, promoting the positive attitude that supports student success.

One new faculty member commenting on the Faculty Forum said, "As always, the opportunity to share problems and concerns with other faculty members helps to dispel some of the feelings of isolation which are an occupational hazard."

The program was the subject of an article in Innovation Abstracts from the University of Texas at Austin.

Conclusion/Summary

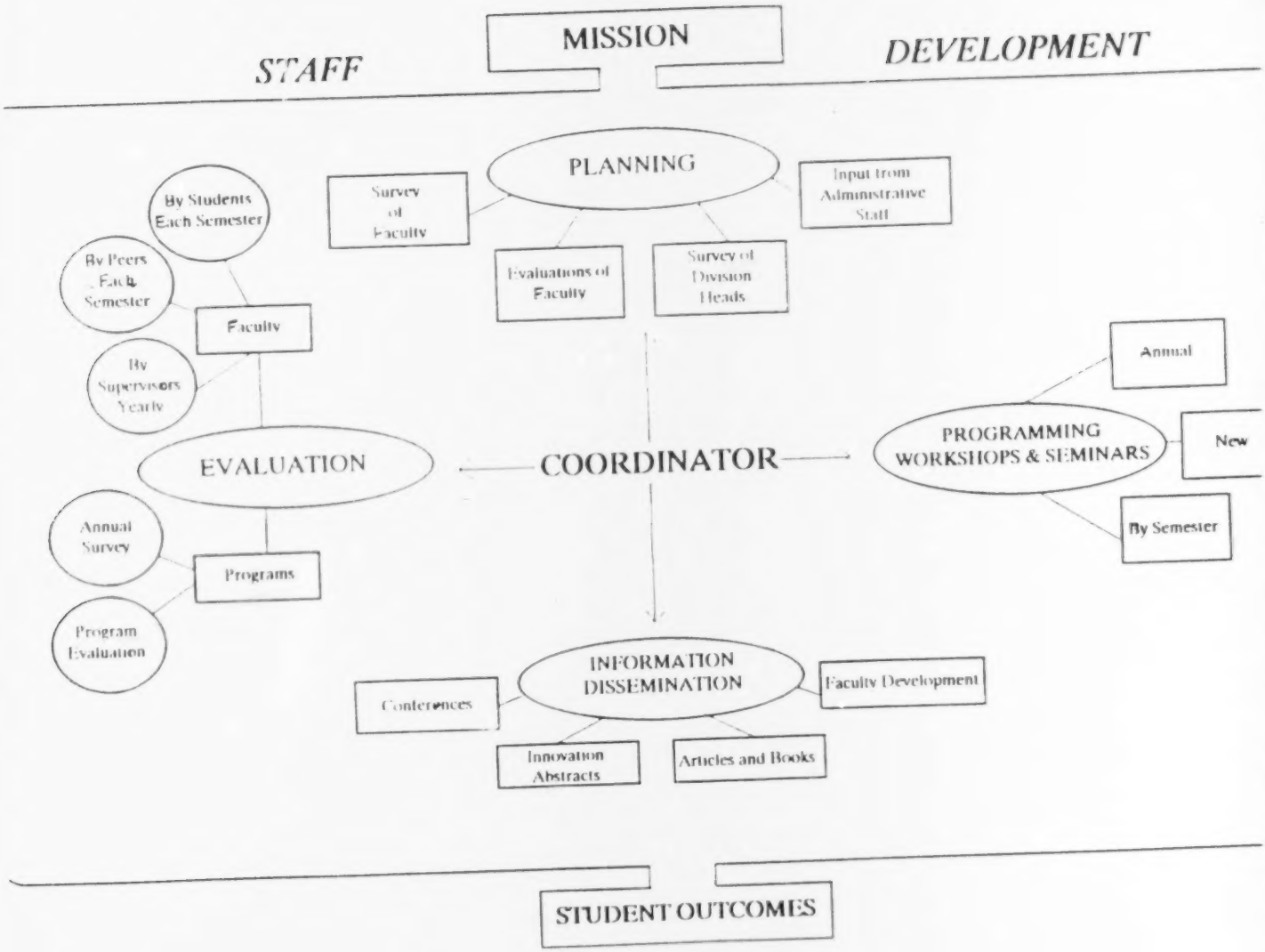
The heart of our staff development program is attitude building. Supporting our mission of student success, staff development fits into an institutional system that promotes student success at every phase. Emphasis is always placed on serving our students first.

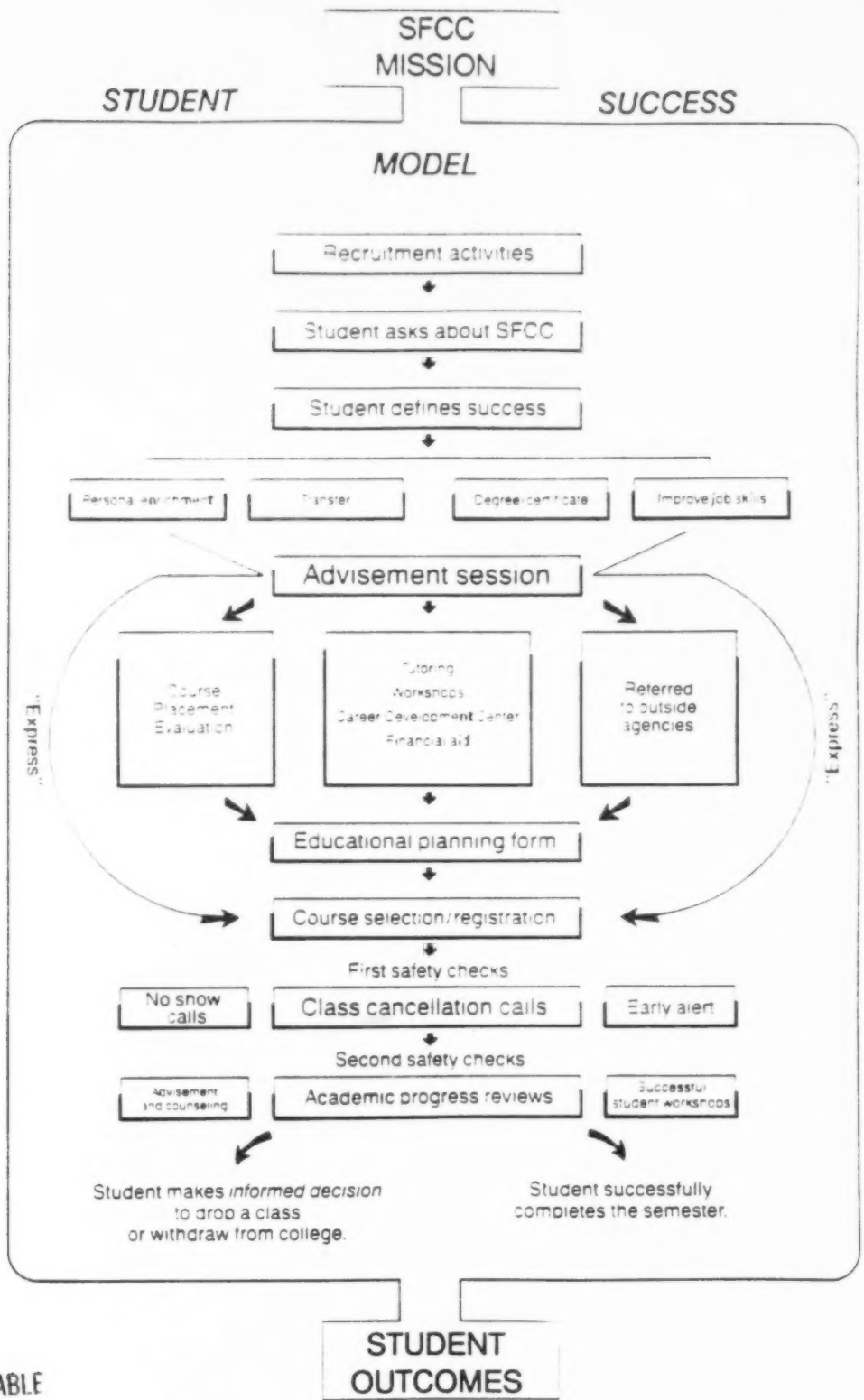
The staff development program offers many opportunities for growth. It is flexible, to respond to individual needs. And it always supports the SFCC mission of student success and promotes positive student outcomes.

Staff Development Model

and

Student Success Model


MISSION
STAFF
DEVELOPMENT
PLANNING
Survey of Faculty
Input from Administrative Staff
Evaluations of Faculty
Survey of Division Heads
By Students Each Semester
By Peers Each Semester
Faculty
By Supervisors Yearly
EVALUATION
COORDINATOR
Annual
PROGRAMMING WORKSHOPS & SEMINARS
New
By Semester
Annual Survey
Programs
Program Evaluation
INFORMATION DISSEMINATION
Conferences
Faculty Development
Innovation Abstracts
Articles and Books
STUDENT OUTCOMES



BEST COPY AVAILABLE

SFCC Bases Its Success On Student Success

Midway through this spring semester, Angie Gallegos was so upset about her grades in her accounting class that she was ready to quit college altogether.

"I was ready to give up everything," she recalls. "I was really down on myself. I couldn't stand the fact that I wasn't doing very well."

In desperation, she talked to Judy Cordova, a counselor in the Guidance Services Office, who helped her find a less drastic solution.

Instead of dropping out, Angie switched to "auditing" the accounting class, which means she won't earn a grade or college credit for it. She'll have to take it over again, but the next time she should be better prepared.

The end result is that Angie is still in school, and she's more determined than ever to get a degree in accounting.

At 45, Angie has attended SFCC part time since the 198" spring semester. She's convinced she wouldn't be in school today if it weren't for people like Judy Cordova and others who have helped her along the way.

Angie's story gets to the heart of Santa Fe Community College's operating philosophy, says college President Bill Witter.

"We want to be proactive and involved with our students," he says. "We are not detached and uninterested. We care about their success."

Dr. Witter emphasizes that the college was built on this philosophy—it didn't happen by accident.

"When Santa Fe Community College was established, we decided that we would build systems within our institution that would enable us to do everything within our power to make it possible for students to rise to our standards of excellence and quality. This doesn't mean we'll give anything away, but we will do whatever we can to help them succeed," he says.

▼▼▼

"When Santa Fe Community College was established, we decided that we would build systems within our institution that would enable us to do everything within our power to make it possible for students to rise to our standards of excellence and quality."

—Bill Witter

▲▲▲

For this philosophy to work, all staff and faculty throughout the institution must be committed to it, Dr. Witter says.

"We have employed veteran educators who are making our success model work," Dr. Witter says. "All of them have had experience in other institutions that verbalized commitment to students, but in reality, that commitment usually was limited to certain individuals and departments and was not accepted institution-wide. At SFCC, we have made a conscious effort to have every employee accept the responsibility for helping and encouraging our students."

The student success model—as it is known—begins as soon as an individual asks for information about the college. Before anything else happens, prospective students are asked to define success.

"Someone has to define it, and rather than have the institution define it, we ask the student to define it," says Anthony Garcia, dean of Student Services. "We want to know what success means to that individual. With that one piece of information, we can identify the appropriate resources to help that student succeed."

Garcia says students typically fall into one of four categories: 1) They take classes for personal enrichment. 2) They want to complete their first two years of college at SFCC before transferring to a four-year college or university. 3) They want to take a few classes to upgrade their job skills. 4) They want to earn a degree or certificate to acquire the technical skills needed to enter a specific career.

"It's inappropriate to treat a student in category one the same as a student in category four," Garcia says.

Once a student defines success, the student undergoes a more formal advisement session. It may be extensive or brief, depending on which category the student falls into. Students in categories two and four usually need the most attention, Garcia says, while those in the other two categories may take the "express" through the registration process if it's appropriate.

During the advisement session, advisors ask questions to learn more about the students and their reasons for coming to school. They explore a variety of issues: the students' high school records or any previous college or military experience; whether students have the support of their families or employers; whether students really understand the time commitments associated with attending college; and whether they have considered other factors that can influence their success in college such as finances and child care and transportation costs.

The answers to these questions lead to recommendations to help students achieve their goals.

As a first step, most students are required to take the Course Placement Evaluation, which measures their skills in math and English to determine which courses they should take.

Some students may be encouraged to seek tutoring in their weak subjects; they may be encouraged to attend special "brown bag" workshops on such topics as study skills or overcoming learning barriers; or they may be directed to the Career Development Center for career counseling. Some students may also be advised of financial aid options.

In some cases, students may be referred to outside agencies which offer additional services that can help them while in college.

At this point, students complete an "educational planning form" which prepares them to select their courses and register, Garcia says.

After registration, the college initiates a series of "safety checks" to make sure students are following through with their plans. These checks occur during the first three weeks of class and include:

"No show calls" — Students who applied for admission but did not enroll during the regular registration period are contacted by telephone and invited to enroll during late registration. Students also are offered assistance in resolving problems that may be preventing them from taking classes.

"Class cancellation calls" — When classes are cancelled, students are called and advised of other related courses they might take.

"Early alert" — When students miss class, they are contacted by their instructor or an advisor to determine whether personal or other factors might be affecting their studies. If so, they try to find solutions.

Once students seem to be safely through the first three weeks of class, the college follows up with a second series of safety checks to get them to the end of the semester. They include:

"Advisement and counseling" — Students are assigned an advisor who keeps track of their progress in school. Activities focus on educational and career planning.

"Academic progress reviews" — After midterm grades are issued, follow-up letters are sent to all students on probation or who earned a midterm grade of "D" or "F." These students are encouraged to see a counselor to try and resolve personal or academic problems. Some students also are notified that they may be placed on academic probation if they don't show progress by the end of the semester.

▼▼▼

"We often hear students say that they feel as though they're not just a number, they're a real person . . . That's what makes the institution a family, not just a collection of individuals."

—Anthony Garcia

▲▲▲

BEST COPY AVAILABLE

"Successful student workshops" — Presentations are made throughout the semester on topics to promote student success. Topics range from how to deal with test anxiety to how to use library resources.

Despite all of these safety checks, some students might not finish the semester, Garcia notes.

"But the college says that's OK," he adds. "We think it's all right for a student to withdraw from a class if it is an informed decision. Many times, it's better for a student to withdraw rather than fail. Our academic regulations are designed to be supportive, not punitive."

Before students can drop a class or withdraw from college, they are required to see their advisor. During this "exit interview," the student and advisor try to address the problems that have lead to the decision to withdraw and explore other alternatives.

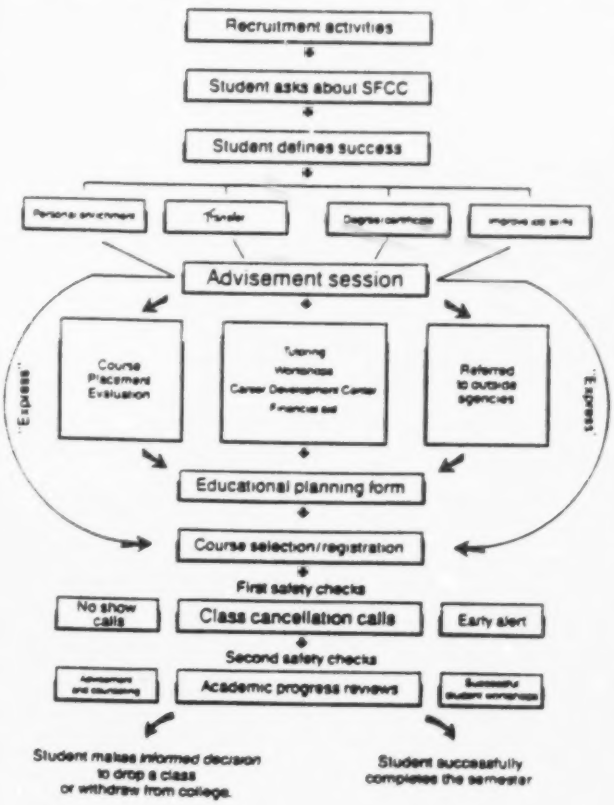
"If the student's decision to withdraw is the best under the circumstances, then we try to set the stage to welcome them back to college when the time is right," Garcia says.

The college's Instructional Division, headed by John Pacheco, works closely with the Student Services Division to carry out the different stages of the student success model.

"The most basic thing we do is hire good people. We expect all of our faculty and staff to accept the responsibility of promoting student success," says Dr. Pacheco.

Emphasis on student success begins during interviews with job applicants. Upon being hired, new faculty or staff members attend presentations on what student success means and how they can help promote it. Dr. Pacheco focuses on what he calls the "three s's."

First, faculty and staff must be "service oriented," he says. Instructors are expected to be well-prepared for class and to keep current with new trends in their disciplines.



▼▼▼

"The most basic thing we do is hire good people. We expect all of our faculty and staff to accept the responsibility of promoting student success."

—John Pacheco

▲▲▲

"It's like a full-service gas station," he adds. "We want our staff to have a positive attitude, to smile and to make people feel appreciated. This way, the customer is likely to return."

Second, faculty and staff must be "student oriented" with patience and sensitivity to others, Dr. Pacheco says.

"The student comes first. If a student comes in for advising, we give preference to the student before other administrative duties. And we emphasize one-on-one contact," he says.

Finally, faculty and staff must be "success oriented," Dr. Pacheco says. "If we have high expectations of our students, they will perform according to those expectations," he says.

Faculty and staff within the Instructional Division are expected to take part in special support activities throughout the year. Instructors, for example, take an active role in the early alert, advisement and recruitment efforts.

The Instructional Division also has implemented a variety of quality controls to promote high standards in the classroom, Dr. Pacheco says.

Workshops focusing on teaching excellence are offered to faculty each semester. Topics range from how to prepare tests to how to develop a student's critical thinking skills.

Each semester, instructors undergo a series of evaluations. Students complete evaluation forms after midterm exams to rate their instructors in five areas: their ability to promote critical thinking skills; subject knowledge; their ability to manage the classroom; the classroom environment; and their communication skills. Instructors also are observed by a peer during at least one class session each semester, are given feedback on their strengths and weaknesses and are encouraged to develop goals to improve their teaching methods.

All of these activities serve as important reminders that students come first, Dr. Pacheco says.

Dr. Pacheco acknowledges that there's a delicate balance between maintaining high educational standards and promoting student success without coddling students.

"We might be accused of being overprotective of our students, but we believe strongly that it's our responsibility to assist students in setting the proper course for their studies," he says. "Once we've walked students through the necessary steps, we put them through some pretty strenuous programs. And we emphasize over and over again that students must earn their grades."

Overall, the college's student success model appears to be working, Garcia says.

Perhaps one of the strongest indicators is that few students are dropping out during the first three weeks of class, a period when many students tend to withdraw from school, he says. Nationally, dropout rates during this period range from 17 to 26 percent. At SFCC, the rate is around 4 percent.

"We often hear students say that they feel as though they're not just a number, they're a real person," says Garcia. "And the reverse is also true. Our staff members feel good because they're dealing with people, not just numbers. That's what makes the institution a family, not just a collection of individuals. It's very personalized."

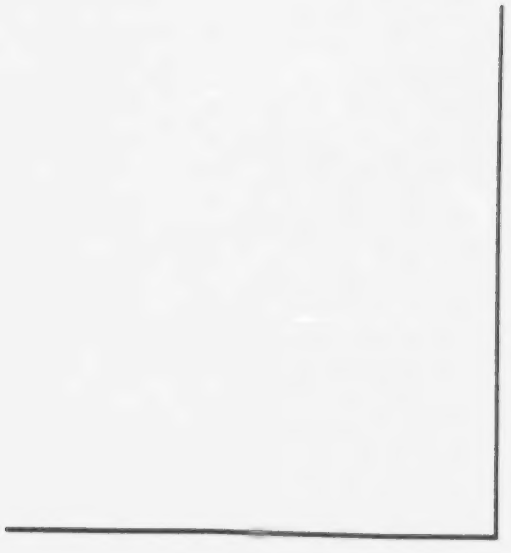
Dr. Witter adds: "We're always fine-tuning the system and striving to improve it. But we're off to a good start."

Santa Fe Community College

BEST COPY AVAILABLE

3

Staff Development Programs



SANTA FE COMMUNITY COLLEGE
PART-TIME FACULTY DEVELOPMENT PROGRAM

Introduction

Santa Fe Community College (SFCC) is aggressively responding to the professional development needs and interests of its part-time faculty through a planned, coordinated, and comprehensive program. The staff development program includes faculty surveys, orientation programs, training sessions, material support, and a flexible professional development plan. The following outline summarizes programs and procedures that promote quality instruction at SFCC.

These programs are directed by the coordinator of staff and organizational development, Bea Davis. For additional information, Ms. Davis can be reached at (505) 471-8200, extension 312.

INFORMATION DATA GATHERING

1. Annual spring survey to determine part-time development needs and interests.
2. Workshop, seminar, and retreat evaluations for feedback on program value.

ORIENTATION PROCESS

1. Part-time faculty are interviewed by the Dean and the appropriate division head.
2. Orientation meetings, each semester including
   - review of Professional Development Plan
   - review of policies and procedures
   - division meetings
   - teaching effectiveness workshops

MATERIALS SUPPLIED

1. Instructor Handbook
2. Professional library which includes
   - periodicals and journals
   - current literature
   - teaching and classroom management videotapes
   - teaching and management cassettes
   - effective teaching manual
   - workbooks and activity programs on teaching and classroom management
3. National newsletter for instructors (Innovation Abstracts)
4. Grade books

DEVELOPMENT ACTIVITIES

1. Faculty Forum (each semester): Organized by instructional division, the Faculty Forum brings faculty together to discuss problems, share successes, and plan instructional improvements in their areas of expertise.
2. Effective Teaching Program (each semester): Organized by workshop topics, this program offers three presentations addressing specific teaching issues. Experts in an area of interest share their knowledge and respond to questions of faculty interest.
3. Instructional Retreat (annual spring program): This retreat focuses on goal setting, planning, and communication in an all-day program for faculty and staff in the Instructional Division.
4. Staff Development Day (annual fall program): This full-day program is for the entire College staff and focuses on institutional development and planning. Workshops in teaching effectiveness, communications, team building, and similar topics are offered, in addition to presentations from national educational experts.
5. Additional Workshops: A wide variety of workshops are offered throughout the year on topics of interest to faculty.

EVALUATION PROCESS

1. Class visitations each semester.
   - Division heads or their representatives visit each instructor's class a minimum of once each semester.
   - Full-time faculty are trained in observation, recording, analysis, and conferencing skills prior to visiting classrooms for evaluation.
2. Conferences between classroom observers and faculty members each semester.
   - Faculty are given comprehensive feedback on classroom observations, reviewing teaching strengths and weaknesses and developing growth plans for improved teaching effectiveness.
3. Supervisor evaluation.
   - Each semester every faculty member receives a formal written evaluation of their teaching from their supervisor.
4. Student evaluation.
   - Each semester all faculty members are formally evaluated by every student in all courses.

PROFESSIONAL DEVELOPMENT PLAN

The professional development plan (PDP) establishes a program that promotes quality instruction and rewards professional development. Salary increases are based on participation in PDP activities, which include:

1. Visiting other classes to observe instruction.
2. Viewing videotapes on effective teaching strategies.

3. Completing self-assessment inventories and future plans.
4. Attending workshops and seminars.
5. Working with a mentor.
6. Completing training workshops.
7. Taking courses in teaching or in teaching areas.
8. Completing independent reading projects.
9. Conducting in-service programs.
10. Meeting with other faculty on independent projects to promote teaching.
11. Designing individual projects that meet PDP criteria.
12. Videotaping their own class and reviewing the tape with an experienced instructor.

SANTA FE COMMUNITY COLLEGE

STAFF DEVELOPMENT PROGRAMS

1988-89

PROGRAM	WORKSHOP PRESENTATIONS & PRESENTERS
AUGUST	
Full-time Faculty In-Service	1. Student Services Tony Garcia, SFCC
	2. Telephone System Alice Ortega, SFCC
	3. Student Advisement Update Meeting Mary Baxter, SFCC
	4. Division Meetings Developmental Studies Business and Occupations Arts and Sciences
Part-time Faculty In-Service	5. Review of SFCC Philosophy John M. Pacheco, SFCC
	6. Student Services Tony Garcia, SFCC
SEPTEMBER	
Part-time Faculty In-Service: Second Session	7. Professional Development Plan Bea Davis, SFCC
	8. Part-time Faculty Handbook Bea Davis, SFCC
Effective Teaching Program	9. Time Management Gail Terzuola, SFCC
	10. First Aid Sue MacMillan, SFCC
	11. Public Speaking Skills for Teachers Jay Maurer, SFCC
Disability Awareness Day	12. Handicapped Outreach Service SFCC

PROGRAM

OCTOBER

Awards Ceremony

Faculty Evaluation Update

Staff Development Day

WORKSHOP PRESENTATIONS & PRESENTERS

13. Faculty and Staff Recognition
William Witter, SFCC

14. Review of Evaluation Process
Bea Davis, SFCC

15. Keynote: Promoting People
Dr. B.V. Ferreira
Human Rights Commission
NM Department of Labor

16. A Gift of Time
Dr. Rebecca Phillips
Human Resources Development
Los Alamos National Laboratory

17. The Changing Family
Ms. Kass Atkinson
Residential Director
La Nueva Vida

18. Understanding Men and Women
Dr. Patricia Kerstner
Certified Psychologist
Behavioral Health Institute

19. Lunch Speaker
Mr. Donnie Gonzales
Provost
Dona Ana Branch
Community College

20. Panel Discussion
Multicultural Richness
Dr. B.V. Ferreira

Mr. Donnie Gonzales

Mr. Dave Warren, Office
of Interdisciplinary Studies
Smithsonian Institute

The Honorable Bernie Beenhouwer
Santa Fe City Councilor

21. Understanding is the Key
to Effective Interaction
Bea Davis, SFCC

PROGRAM	WORKSHOP PRESENTATIONS & PRESENTERS
NOVEMBER	
Faculty Forum	22. Business and Occupations
	23. Arts and Sciences
	24. Developmenal Studies
JANUARY	
Part-time Faculty Spring Orientation	25. Instructional Philosophy John Pacheco, SFCC
	26. How To Keep Students At The Edge of Their Seats Lee Cartwright, SFCC
Part-time Faculty Spring Orientation: Second Session	27. Professional Development Plan Bea Davis, SFCC
	28. Part-time Faculty Handbook Bea Davis, SFCC
	29. Writing Across the Curriculum Janet Vucinich, SFCC
	30. Instructional Philosophy John Pacheco, SFCC
	31. Student Services Susan Singhas, SFCC
FEBRUARY	
Effective Teaching Program	32. Recognizing and Responding to Substance Abuse Kass Atkinson La Nueva Vida
	33. How To Use SFCC AV Equipment John Gilbert, SFCC
	34. Thinking Skills Through Writing Janet Vucinich, SFCC
MARCH	
Faculty Forum	35. Business and Occupations
	36. Arts and Sciences
	37. Developmental Studies

PROGRAM	WORKSHOP PRESENTATIONS & PRESENTERS
Math Workshop	38. Computer Aided Instruction in Math Chris Barker, The Math Lab Cupertino, California
Administrative Council Planning Retreat	39. Development of Institutional Goals/Objectives/Action Plans Bea Davis, SFCC
	40. Development of Division Goals/Objectives/Action Plans Bea Davis, SFCC
APRIL	
Instructional Division Spring Retreat	to be determined

SANTA FE COMMUNITY COLLEGE
STAFF DEVELOPMENT ACTIVITIES

Effective Teaching Program

The following staff development activities have been conducted at SFCC during the past three years as part of the College's Effective Teaching Program.

Fall 1986

1. Micro Teaching
2. Teaching Strategies
3. Teaching Students with Special Needs

Spring 1987

1. Critical Thinking Skills
2. Being Professionally Intimate
3. Grading

Fall 1987

1. An Introduction to Computers
2. Group Process Skills
3. Increasing Student Motivation

Spring 1988

1. The Role of Faculty As Enablers
2. The Nature of the Community College Student
3. Competency Based Education

Fall 1988

1. Time Management
2. First Aid
3. Public Speaking Skills

Spring 1989

1. Recognizing and Responding to Substance Abuse
2. How to Use SFCC Audio-Visual Equipment
3. Developing Thinking Skills Through Writing

4

Evaluation Process

February 7, 1989

MEMORANDUM

To: Full- and Part-time Faculty

Fr: Bea Davis BD.

Re: Evaluation Schedule

This semester three evaluations will take place that will affect your class.

1. An open-ended, optional questionaire will be sent to you the week of February 13. You may wish to plan 10-15 minutes of class time for students to complete this survey.

2. A required student evaluation will be sent to you the week of March 27. During this week you should set aside approximately 15-20 minutes for students to complete this survey.

3. A full-time faculty member or a qualified, trained evaluator will schedule an appointment to observe your class sometime during the semester. If the date is inconvenient, please be sure to notify your designated observer and set a different time.

Please feel free to drop by my office or give me a call (extension 312) if you have any questions or suggestions regarding the evaluation process. Your ideas are appreciated.

Thanks.

BD:rg

BEST COPY AVAILABLE

January 24, 1989

MEMORANDUM

To: Full-time Faculty
Fr: Bea Davis
Re: Faculty Observations

Faculty observations will be conducted again this semester. Each full-time faculty member will be requested to conduct four observations and conferences over the semester.

You may now sign up for the instructors you wish to observe. Please come by my office, or see Bernadette if I am not available.

A brief review of observation/evaluation processes will be held on January 31 (Tuesday) at 3:30 p.m. in Room 410. Attendance is optional.

The attached packet of information includes a step-by-step description of what to do to complete the procedures correctly. If you have never conducted observations for the college, or if you have any questions, please plan to attend next week's meeting.

Also attached is a new form you may want to use to schedule an observation time. You are welcome to use this notification process if you wish, or you may prefer a personal call.

Consistency and accuracy are very important to this process, as evaluation can sometimes be a difficult, threatening procedure.

Again, please let me know if you have any questions.

Please sign up a.s.a.p. for your observations.

Thanks.

CLASSROOM OBSERVATION PACKET

This packet contains instructions and forms needed to complete a classroom observation and follow-up activities. Enclosed you will find:

1. Classroom Observation Instructions that describe how to organize and plan for an observation and follow-up procedures.

2. A Classroom Observation Notice to make an initial appointment with the instructor for the observation.

3. A Classroom Observation Report to complete and return to the division head, with a copy to the instructor. This report becomes part of the division head's files on each instructor.

4. An Instructional Observation Analysis to record and analyze your observation notes and to use as a guide for the conference discussion. This is also returned to your division head, with a copy to the instructor.

6. Definitions of terms(with examples) used on the Analysis form.

5. A form for notetaking during the observation, if you want to use it.

Please feel free to write comments on the back of the Classroom Observation Report if there are additional observations you would like to contribute.

Many thanks for your careful and sensitive support of the evaluation process.

Revised: February 1989

SANTA FE COMMUNITY COLLEGE

CLASSROOM OBSERVATIONS INSTRUCTIONS

The goal of classroom observations is to provide support and feedback to promote quality instruction at SFCC. The classroom visit and conference should be a positive and constructive experience for instructors.

1. Schedule the date and time of your classroom visitation and a follow-up conference with the instructor. The conference should be held as soon as possible after the observation.

2. Ask the instructor to provide copies of the course outline, grading standards, policies, or other items that would help your observation.

3. Visit the class.

   -Be on time.
   -Stay at least one hour.
   -Be unobtrusive.
   -Take notes, recording as much as possible.

4. Schedule a conference date. Plan on 30 to 45 minutes.

5. Analyze your notes. Complete the Classroom Observation Analysis form (for guiding your conference discussion).

6. Complete the Observation Report based on the notes from the Analysis form.

7. Meet with the instructor. You may want to review the Classroom Observation Report first, since this becomes part of each instructor's permanent file.

   -Review the Observation Report and the Analysis Form.
   -Be as positive as possible.
   -Offer suggestions.
   -Discuss what you observed.
   -Ask about instructor's concerns.
   -Ask what support would be helpful.
   -Tell instructors about the LRC professional development materials, including audio and video tapes, books, periodicals, etc.
   -Have the instructor sign the Observation Report.
   -Provide a copy of the Observation Report and the Analysis form to the instructor.

8. Turn in the Observation Report and the Analysis form to the appropriate division head. Also turn in the course outline, grading policies, or other items you have collected from the instructor.

9. If major problems exist that suggest the instructor might not be considered for rehiring or that the instructor needs considerable additional support, be sure to consult the appropriate division head prior to meeting with the instructor.

PLEASE MEET WITH BEA DAVIS IF YOU HAVE NOT ATTENDED A TRAINING SESSION ON CLASSROOM OBSERVATIONS. FORMS AND PROCEDURES WILL BE EXPLAINED AND QUESTIONS ANSWERED.

Classroom Observation Notice

To:

Fr:

An observation of your classroom teaching is required each semester to ensure quality instruction at the college and to offer you an opportunity to discuss teaching with a qualified peer. We hope the observation process will offer constructive feedback and help to answer any questions you may have about teaching or the college.

I will be conducting this observation on _____ (date) at _____ (time), unless this is inconvenient. Please let me know if this date is unacceptable.

Please provide a copy of your course outline or other information regarding policies, attendance, and so forth.

I will also be scheduling a conference with you to discuss the observation and the report form.

If you have any questions, feel free to call me at _____ (phone number).

Thanks

SANTA FE COMMUNITY COLLEGE
CLASSROOM OBSERVATION REPORT

Faculty Member's Name _____ Division _____
Department or Major Discipline _____ Observer _____
Observation Date _____

The purpose of this report is to provide feedback for the instructor and the division head on instructional effectiveness observed during one specific classroom observation.

Effective: Performance that meets SFCC standards of high quality.
Requires Improvement: Performance in which significant areas for needed improvement have been identified.

Effective	Requires Improvement	Not Applicable	Not Observed	The instructor:
				1. provided clearly stated objectives for the class. Comments:
				2. used appropriate supplemental materials/handouts. Comments:
	✓	✓		3. used methods that address multiple learning styles (auditory, kinesthetic, visual.) Comments:
				4. used methods that involved students in lessons and discussions. Comments:
				5. used classroom time effectively. Comments:
				6. presented class content clearly and explained assignments. Comments:
				7. used good questioning techniques. Comments:
				8. spoke/lectured clearly. Comments:
				9. checked for understanding of materials covered. Comments:
				10. related course content to current trends and events. Comments:
				11. established good rapport with students. Comments:
				12. demonstrated knowledge of topics covered. Comments:

I certify that this report has been reviewed and discussed with me.

Faculty Member's Signature (Date) _____ Observer's Signature _____

Revised: February 1989

Santa Fe Community College
INSTRUCTIONAL OBSERVATION ANALYSIS

Please review this information with the instructor. A copy goes to the division head and to the instructor.

Brief Description of Class Topic(s):

Evaluator: _____
Instructor: _____
Course: _____
Date: _____

1. KINETIC OBSERVATION

   A. BODY

   B. VOICE

   C. FACE

2. TEACHING COMPETENCIES

   A. CRITICAL THINKING

   B. SUBJECT KNOWLEDGE

   C. COMMUNICATION

D. CLIMATE

E. MANAGEMENT

F. TEACHING METHODS

3. STUDENT RESPONSE

A. TIME ON TASK/LEVEL OF ATTENTION

B. AMOUNT OF PARTICIPATION

C. PACE OF THE CLASS

4. ADDITIONAL COMMENTS OR OBSERVATIONS

Santa Fe Community College
Classroom Evaluation

Examples:

1. KINETIC OBSERVATION

   Gestures, movement of body, hands, head, facial expressions, postures, movement through space, head nodding, and voice (pitch, tone, tempo, clearing throat).

2. TEACHING COMPETENCIES

   A. CRITICAL THINKING

      Ask questions that require "yes" or "no" or factual information or ask questions that require comparisons, synthesis, analysis, or are thought provoking

      Providing opportunities for the active involvement of students

      Allowing opportunities for student thought, speculation, and creativity

      Giving students opportunity to make appropriate choices and take responsibility

   B. SUBJECT KNOWLEDGE

      Communicating accurate and up-to-date knowledge of this subject

      Demonstrating confidence in his/her abilities by knowing what to do and have to do it. Providing opportunities and materials for students to apply or practice the knowledge and skill learned

      Bring in contemporary examples and referring to current research

      Reviewing trends and patterns in field over period of time

   C. COMMUNICATION

      Providing accurate oral and written communications compatible with and acceptable in the classroom setting

      Communicating to students the instructional intent or plan at the beginning of a learning experience

      Communicating involvement and interest in the lesson

      Giving clear directions and explanations related to lesson content and procedures

Communicating clearly, concisely, and in a manner appropriate to the level of the students

Assuring that the learners recognize the purpose and importance of topics and activities

Clarifying directions and explanations when students do not understand

Giving reasonable explanations for actions, directions, and decisions when appropriate

Providing constructive feedback to students about their behavior

D. CLIMATE

Encouraging appropriate student-to-student, as well student-to-teacher, interactions

Providing opportunities for the active involvement of students

Giving students opportunities to make appropriate choices in and take responsibility for their own learning

Allowing opportunities for students to express personal ideas, needs, and interests

Being sensitive to the needs and feelings of students

Acknowledging students' achievement

Assuring each student some success

E. MANAGEMENT

Handling routine tasks promptly and efficiently

Minimizing distractions and interruptions

Having materials, media, etc. ready for student use;

Handling behavior problems individually when possible

Starting and ending class on time

F. TEACHING METHODS

Selecting content and a variety of materials and media for lessons which are appropriate to the lessons and the learning

Using teaching methods, materials, and media which address student learning levels, rates, and styles

Providing opportunities and materials for students to apply or practice the knowledge and skill learned

Implementing learning activities in a logical sequence

Working with individuals, small groups, and large groups, as appropriate

Providing opportunities for students to work independently

Using techniques to arouse student interest

Using visual aids, handouts, media resources, and chalkboards effectively

3. STUDENT RESPONSE

A. TIME ON TASK/LEVEL OF ATTENTION

Involvement in classroom activities or in appropriate involvement in unrelated projects, like reading unrelated materials, talking with other students, daydreaming, etc.

B. AMOUNT OF PARTICIPATION

Eager participation or reserved/nonexistent participation

Many difficult students participation or same students over and over again

C. PACE OF THE CLASS

Was the pace fast, slow, or average? Did students have time to think about materials presented, reflect on lessons, take notes?

CLASSROOM OBSERVATION NOTES

SANTA FE COMMUNITY COLLEGE

Course: _____ Instructor: _____ Date: _____

Observer: _____ Topic: _____

Amt. of Time	Instructor Comments	Student Comments	Observations

Revised: March 1989

5

Faculty Articles

INNOVATION ABSTRACTS VOL. IX NO. 22

Published by the National Institute for Staff and Organizational Development
With support from the W. K. Kellogg Foundation and the W. Richardson Foundation

BRINGING FACULTY TOGETHER

Looking for a way to promote teaching excellence and increase faculty commitment? At Santa Fe Community College in New Mexico, faculty are involved in a new program that accomplishes both of these goals.

Both full- and part-time faculty come together in a "Faculty Forum" each semester to discuss issues of immediate interest in an open-ended and relatively unstructured meeting. No administrative agenda or predetermined set of expectations is set ahead of time so that faculty may more freely exchange ideas.

The Faculty Forum has effectively promoted group problem-solving, familiarized faculty with other college programs, and provided an opportunity for faculty to interact with their peers. As teaching strategies are discussed, instructor creativity becomes infectious. Instructors challenge themselves to try new and different teaching methods and to be more innovative. They encourage one another to excel, discussing different approaches and sharing new ideas. It's exciting to watch this enthusiasm spread! Faculty experience a deeper commitment to teaching and a greater sense of "ownership" from this participation.

The Faculty Forum is organized by the college's academic division. Faculty within the Business and Occupations Division meet together, as do those in the Arts and Sciences Division and those in the Developmental Studies Division. Full-time faculty are required to attend. Part-time faculty are strongly encouraged to participate; and if they do, they are eligible for credit for salary advances in the Professional Development Plan. Higher credits are awarded for this activity to encourage as much participation as possible.

The Forum is alternately scheduled for afternoons and evenings, as well as for different days of the week to allow as many part-time faculty as possible to join in. The division heads chair the meetings, providing a relaxed structure to encourage open conversation. They may begin the Forum by asking questions that initiate a free exchange of ideas, supporting faculty interaction and promoting discussions of immediate academic interest. Topics have ranged from grading standards and homework assignments to the Honors Program and mnemonics.

Secretarial support for each Faculty Forum is provided to record discussion topics and plans. These records subsequently serve as a resource for planning future staff development activities.

Part-time faculty in two-year colleges have been characterized in the literature as second-class citizens and stepchildren. Involvement, inclusion, and attention help mitigate these inherent difficulties. Santa Fe Community College believes that by providing experiences for faculty to learn from one another in professional activities, a vital sense of belonging to the academic community is supported. As one new faculty member reported in her summary of this experience, "As always, the opportunity to share problems and concerns with other faculty members helps dispel some of the feelings of isolation which are an occupational hazard." Likewise, a division head commented: "The Developmental Studies Division is a more cohesive group as a result of the unstructured time spent in the Faculty Forum."

While the Faculty Forum is only one of the many professional development activities at Santa Fe Community College, it is one of the most popular and effective supports for teaching excellence.

Beatrice Davis, Coordinator
Staff & Organizational Development

For further information, contact the author at Santa Fe Community College, P.O. Box 4187, Santa Fe, NM 87502-4187.

BEST COPY AVAILABLE

MICROWAVE PROBLEM-SOLVING

"If only I had had more time to think through the situation, I know I would have made a better decision." How many times have you made or heard a similar comment? How many of us have not developed skills in quick problem-solving? To help develop this skill in our students, we modified a model used by medical emergency training which we termed "Microwave Problem-Solving."

Methodology

Microwave Problem-Solving is a very simple instructional technique: Stop at any point in your lecture and give a 30-second scenario of a possible problem, usually not related to the lecture, but related to overall course content. Allow the students two to four minutes to write their solutions to the problem. (Students are not graded on their answers.) Follow the writing with a short discussion, either in small groups or as an entire class. Sharing several of the solutions that students recorded and discussing these various solutions are valuable elements of this technique.

We have found that both traditional and non-traditional students profit by this method: Traditional students frequently bring to the discussions a theoretical frame of reference for their solutions, while non-traditional students tend to incorporate past experiences that may not have been learned in the classroom. Both student types develop a broader foundation to problem-solving as they react to this strategy. They (1) learn to think through problems to reach solutions logically and quickly; (2) develop a conceptual framework from which they will respond to future problems; and (3) receive an opportunity to think through possible problems that may occur.

Application

Course content in which we have utilized this technique has focused on pre-school classroom management and the selling of fashion merchandise. Following are examples related to these subjects.

Example: *Pre-School Classroom Management*

> The class has gathered for "morning circle." A 4-year-old girl has a difficult time sitting still and is disrupting the children next to her with her wiggling, kicking, and touching of other children. You have already tried the techniques of setting her apart from the group and having her sit next to the teacher. Neither of these techniques has been successful in eliminating the disruptions. What technique would you try next?

Example: *Fashion Merchandising*

> You are a sales associate in a woman's clothing store. A middle-aged lady approaches you over her lunch hour and wants help pulling together several outfits for under $300.00. But that's not all! The customer tells you she is on a weight-loss program and has lost 40 pounds. She intends to lose 20 more pounds and feels it will take her several months to do so. She needs a well-coordinated, small wardrobe to begin a new job the following week. The job involves extensive public contact. How would you guide her in her purchase?

The "surprise" element of the "Microwave Problem-Solving" teaching technique makes it unique, and it further serves to keep students alert to the process and content of the lecture discussion. Most importantly, it accomplishes the overall goal of students learning to think through problems and reach solutions quickly.

Sandra K. Allaire
Home and Family Services

Nancy R. Wilhelmson
Assistant Professor

For further information, contact the authors at the University of Minnesota Technical College, Academic Affairs, Waseca, MN 56093.

Suanne D. Roueche, Editor
October 16, 1987, Vol. IX, No. 22

INNOVATION ABSTRACTS is a publication of the National Institute for Staff and Organizational Development, EDB 348, The University of Texas at Austin, Austin, Texas 78712, (512)471-7545. Subscriptions are available to nonconsortium members for $35 per year. Funding in part by the W. K. Kellogg Foundation and Sid W. Richardson Foundation. Issued weekly when classes are in session during fall and spring terms and once during the summer.

© The University of Texas at Austin, 1987
Further duplication is permitted only by MEMBER institutions for their own personnel.

ISSN 0199-106X

VOLUME X, NUMBER 22

INNOVATION ABSTRACTS

PUBLISHED BY THE NATIONAL INSTITUTE FOR STAFF AND ORGANIZATIONAL DEVELOPMENT, THE UNIVERSITY OF TEXAS AT AUSTIN
WITH SUPPORT FROM THE W. K. KELLOGG FOUNDATION AND THE S. H. RICHARDSON FOUNDATION

Instructor-Created Barriers to Student Learning

An innovative technique for improving the quality of teaching is to examine the belief systems we hold about teaching. By exploring the perceptions we have of ourselves, students and the teaching process, we can uncover personally-held belief systems that, when carried out, act as barriers to student learning.

I became aware of the effects of belief systems while talking to a fellow instructor about how each of us motivates students to come to class and to be prepared. I described how class participation is a component of the final grade in all of my classes and how I collect homework on a random basis, and then my peer said that she motivated students by giving pop quizzes. My immediate gut reaction (although I kept it inside) to her approach was, "That's a terrible and unfair thing to do to your students. I never give pop quizzes!" The obvious question I asked myself later was why I had such a strong aversion to pop quizzes. There certainly is nothing immoral or illegal about them. Then I realized that I had never used pop quizzes because I hated them as a student. I realized that my belief system limited me to only those teaching methods I enjoyed as a student. Now I use pop quizzes and find them effective tools for motivating and assessing students.

Based on this experience, I have discovered that as instructors we hold many belief systems that act as barriers to student learning. When these limiting perceptions are realigned to support student learning, we develop insight into our teaching and into an ability to influence positively the learning process. Included here are several "learning barrier" belief systems, each accompanied by an alternative "learning support" belief and a brief discussion.

1. **Learning Barrier**—"It would be a violation of students' personal space for me to suggest where they should sit in the classroom."
   Learning Support—"The seating arrangement is an important and powerful avenue I can use to encourage a positive classroom experience."
   Discussion—Instructors do not need to accept the seating arrangement students inadvertently create when they walk in on the first day of class. After taking into consideration the needs of individuals and providing a clear explanation where necessary, instructors can design the seating arrangement to support student interaction, group work, student perception of the instructor as peer, and many other learning objectives and needs.
2. **Learning Barrier**—"This is my class."
   Learning Support—"This is our class. Both the students and I together are responsible for the quality of this class."
   Discussion—It is easy for instructors to perceive a class as entirely their own creation. Often the instructor decides what is discussed, when it is discussed, how it is discussed, and how performance is evaluated. In contrast, involving students uses the energy and imagination of everyone involved for creating a positive learning experience. Students, for example, can select learning strategies, present course materials, answer the questions of other students, and help decide what should be tested and how it should be tested.
3. **Learning Barrier**—"I can criticize the book, the material that is being covered, and the classroom, and by so doing establish rapport with my students and enhance student learning."
   Learning Support—"I need to express and thereby encourage within students a positive relationship to the course, the text and the classroom."
   Discussion—Instructors frequently, for example, criticize the text in hopes of "getting in better" with students. The ultimate result of this approach, though, is to increase students' resistance to the text and to undermine their faith in the instructor for having selected it. By maintaining an honest and positive attitude toward all facets of the course, the instructor actively encourages student learning.
4. **Learning Barrier**—"Students either have the discipline to come to class on time, to do their homework, to participate in class, or they don't. They are adults and it is not my responsibility to motivate them."
   Learning Support—"Part of my responsibility as an instructor is to motivate students to come to class on time, to do their homework, and to participate in class."
   Discussion—Many times instructors get lost in the

THE NATIONAL INSTITUTE FOR STAFF AND ORGANIZATIONAL DEVELOPMENT (NISOD)
Community College Leadership Program, The University of Texas at Austin
EDB 348, Austin, Texas 78712

thought of how students "should" behave because they are adults. It is nice to have classes filled with enterprising and self-disciplined students. At the same time, part of an instructor's job is to motivate students to want to learn. As well, instructors can encourage students to develop the self-discipline necessary for success, not only in the classroom but in the workplace and in their personal lives.

5. **Learning Barrier**—"To get the most out of this class, my students need to perceive its supreme importance in their lives."
   Learning Support—"Students will benefit from this class if they understand its true significance."
   Discussion—If students perceive a course as important, as making a significant contribution to their lives, then chances are they will get more out of that course. However, students who overrate the value of a course often experience undue stress and difficulty with the material. It is the instructor's responsibility to help students both to understand the importance of a class and not to feel overwhelmed.
6. **Learning Barrier**—"Students do not like to, and should not, be called on by name in class. It only intimidates them and interferes with learning."
   Learning Support—"I can create a safe classroom environment that encourages all students to express themselves."
   Discussion—If teachers do not call on students by name when possible, shy and less verbal individuals frequently will not participate in class. These same students need good communication skills for success in the workplace. By letting students know that they will be graded on the quality (effort, preparedness for class, and so forth) as well as the correctness of their participation, the instructor ensures that even shy and less verbal students will begin to express themselves.

Summary

As instructors we can improve the quality of our teaching by examining and, where appropriate, "upgrading" the belief systems we hold about ourselves, our students and the teaching process. This examination and refinement of belief systems can be done alone and/or by working with other instructors in a supportive environment. It may also be helpful to explore both our "learning support" as well as our "learning barrier" belief systems to encourage the maintenance of our positive self-image as instructors. By developing an understanding of how we perceive ourselves, students and the teaching process, and by actively exploring alternate perceptions, we can both enhance student learning and our personal fulfillment as teachers.

Lee Cartwright, *Instructor, Business & Occupations*

For further information, contact the author at Santa Fe Community College, P.O. Box 4187, Santa Fe, NM 87502.

ERIC Clearinghouse for Junior Colleges JUN 02 198

Suanne D. Roueche, Editor

October 7, 1988, Vol. X, No. 22
© The University of Texas at Austin, 1988
Further duplication is permitted by MEMBER institutions for their own personnel.

INNOVATION ABSTRACTS is a publication of the National Institute for Staff and Organizational Development (NISOD), EDB 348, The University of Texas at Austin, Austin, Texas 78712, (512) 471-7545. Subscriptions are available to nonconsortium members for $35 per year. Funding in part by the W. K. Kellogg Foundation and the Sid W. Richardson Foundation. Issued weekly when classes are in session during fall and spring terms and once during the summer. ISSN 0199-106X.